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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

# 1. General Course Information

## 1.1 Course Details

<b>COURSE CODE</b>	2009AHS
<b>COURSE TITLE</b>	Motor Learning and Control
<b>ACADEMIC ORGANISATION</b>	SHS School of Health Sciences and Social Work
<b>TRIMESTER</b>	Trimester 2 2023
<b>MODE</b>	Mixed Mode
<b>LEVEL</b>	Undergraduate
<b>LOCATION</b>	Gold Coast, On Campus
<b>CREDIT POINT VALUE</b>	10

## Restrictions:

Prerequisite : 1016MSC Anatomy and Physiology Systems I, 1017MSC Anatomy and Physiology Systems II

## Course Description:

This course introduces students to key motor learning and control concepts relating to exercise and sport contexts. Upon completion of the course students will have developed the ability to interpret, contrast, and evaluate a range of motor learning and control approaches, theories and models. Students will also develop a practical appreciation of key concepts in terms of designing effective skill acquisition and performance environments for exercise and sport settings. Pre-requisites: 1016MSC Anatomy and Physiology Systems I AND 1017MSC Anatomy and Physiology Systems II Recommended Pre-requisites: 2006AHS Neural Basis of Movement

## 1.2 Course Introduction

An appreciation for how humans acquire, develop, and adapt their movements in different contexts and environments is essential for exercise and sport professionals. This course will explore motor learning and control from a behavioural scale of analysis by discussing traditional and contemporary approaches for understanding and analysing movement behaviour, with a focus on sport and exercise.

## Previous Student Feedback

- Students enjoyed opportunities to integrate theoretical concepts into practice during practical sessions that take place both in the lab and out in the field.
- Students have appreciated the clear link between content in lectures/labs and what appeared on the quizzes and exams.
- Following feedback from students, a sixth lab has been added to provide extra contact with teaching staff leading into the final exam.

## 1.3 Course Staff

Primary Convenor **Dr Jonathon Headrick**

<b>EMAIL</b>	<a href="mailto:jonathon.headrick@griffith.edu.au">jonathon.headrick@griffith.edu.au</a>
<b>CAMPUS</b>	Gold Coast Campus
<b>BUILDING</b>	Academic 1 (G01)
<b>ROOM</b>	2.16

## 1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

### Additional Timetable Information

Please note that **all lectures for this course will be presented online/virtually**.

**Laboratory / Practical sessions will be completed on campus** only with no online/virtual option. Please see your personal timetable and the course Learning@Griffith site for specific details.

## 1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

## 1.6 Technical Specifications

Please follow this link for details on technical requirement for studying this course online <https://www.griffith.edu.au/about-griffith/campuses-facilities/digital/it-requirements>

# 2. Aims, Outcomes & Graduate Attributes

## 2.1 Course Aims

- Introduce you to motor learning, control, and development concepts relevant to exercise and sport contexts.
- Provide you with experience in applying key motor learning, control, and development concepts in exercise and sport contexts.
- Enhance your understanding of the critical role motor learning, control, and development can play in various exercise, sport contexts.
- Improve your personal and professional capabilities in terms of communication, analysis, evaluation, and problem-solving skills.

## 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify and demonstrate understanding of key theories, models, and concepts relating to motor learning, motor control, and motor development in exercise and sport contexts.
- 2 Compare and contrast traditional motor learning, control, and development approaches with more contemporary approaches.
- 3 Analyse and evaluate how key motor learning, control, and development concepts can be incorporated to enhance skill acquisition and performance in exercise and sport contexts.
- 4 Explain the role of motor learning, control, and development in the scope of practice for exercise and sport science professionals.

## 2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)

- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	
Socially responsible and engaged in their communities	•		
Culturally capable when working with First Australians	•		
Effective in culturally diverse and international environments	•		

**Additional Course Information on Graduate Attributes**

This course confers to the following Exercise and Sport Science Australia (ESSA) 2020 Exercise Science standards:

**Professional Practice**

- 1.2.3. Choose and apply a variety of verbal and non-verbal communication methods appropriate to the client and/or population, carers and other health and exercise professionals.
- 1.2.4. Practice with integrity within the scope of training for an Exercise Scientist and the ESSA Code of Professional Conduct and Ethical Practice.

**Exercise Prescription & Delivery**

- 4.2.3. Analyse a broad range of exercise modalities and select appropriate exercises and equipment to suit the needs and abilities of clients including consideration of social determinants of health.
- 4.2.4. Apply the principles of motor control and learning, functional anatomy and biomechanics to assess movement and to recognise dysfunctional movement patterns and unsafe exercise technique.
- 4.2.10. Design and deliver evidence-based, exercise-based interventions and apply behavioural strategies that meet the needs and preferences of clients.

**Growth & Development**

- 6.2.1. Describe the stages of growth, maturation and development across the lifespan, from conception through to reproduction and death.
- 6.2.4. Describe the structural, physiological, motor and psychosocial developmental changes across the lifespan, and the effect, and timing of, physical activity and exercise to elicit change.
- 6.2.6. Illustrate the social determinants of health that affect growth and development.

**Motor Control and Learning**

- 10.2.2. Explain the changes in motor function that may occur with motor learning and development across the lifespan.
- 10.2.3. Identify the strengths and limitations of techniques to assess processes of motor learning and motor control.
- 10.2.4. Discuss the common theoretical models proposed to explain motor control and the processes of motor learning.
- 10.2.6. Design motor learning environments and protocols to maximise each individual's specific motor learning and control outcomes, as appropriate in physical activity and exercise contexts.

**Psychology of Health & Exercise**

- 13.2.3. Interpret evidence-based behavioural theories and their constructs that relate to health, physical activity, sport and exercise.
- 13.2.5. Apply behavioural strategies according to the needs and preferences of the individuals and/or population and their progress towards achieving realistic goals.

### 3. Learning Resources

#### 3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

#### 3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

#### 3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

[Readings](#): From the reading list, students can access Required and Recommended Learning Resources through direct links to

articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

[Learning@Griffith](#): There is a dedicated page for this course at myGriffith.

[Student Support](#): Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment](#): The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

[Library](#): The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

[Student Computing](#): The University provides access to common use computing facilities for educational purposes.

[Griffith Information Technology Code of Practice](#).

[Academic Integrity Tutorial](#): This tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

### Academic Integrity Declaration

Breaches of academic integrity seriously compromise student learning, as well as the academic quality of the University's programs. All breaches of academic integrity are taken seriously.

**By enrolling in this course and submitting assessment**, I agree that:

- I have read the [Institutional Framework for Promoting Academic Integrity among Students](#) and the [Student Academic Misconduct Policy](#).
- Except where indicated through references/citations, all assessment submitted will be my own work, based on my personal study and/or research.
- I will not collude with another student or person in the production of assessment in this course unless group work and collaboration is an expectation of the assessment item.
- No assessment item has been submitted for assessment in any other course at Griffith, or at any other University or at any other time in the same course without the permission of the relevant Course Convenor.
- I will not copy in part or in whole or otherwise plagiarise the work of other students and/or other persons.
- I will not make any of my assessment in this course available to another student, without the permission of the Course Convenor.
- In the case of online quizzes and examinations, I will only access the materials permitted in the exam instructions and limit my internet usage to what is needed to take the exam.

I accept that should I be found to be in breach of the non-disclosure provision identified above, action will be taken under the [Student Academic Misconduct Policy](#). Penalties may include failing the course or exclusion from the University.

I also **acknowledge** and agree that the course convenor may:

- Give access to assessment to another Griffith staff member for the purpose of marking.
- Submit assessment items to a text-matching service. This web-based service will retain a copy of any assessment item for checking the work of other students but will not reproduce it in any form.
- Use assessment items for the purposes of moderation, or as exemplars, according to University policies.

## 3.5 Other Learning Resources & Information

Selected readings relevant to each topic will be provided via the course Reading List / Learning@Griffith site.

# 4. Teaching & Learning Activities

## 4.1 Learning Activities

DATE	LECTURE	LABORATORY
17 Jul - 23 Jul	<b>Introduction to Course</b> <b>Learning Outcomes:</b> 1, 2, 4 <hr/> <b>Motor Performance Measures</b> <b>Learning Outcomes:</b> 1, 2, 4	
24 Jul - 30 Jul	<b>Motor Learning &amp; Performance</b> <b>Learning Outcomes:</b> 1, 2, 4 <hr/> <b>Assessing Motor Learning &amp; Performance</b> <b>Learning Outcomes:</b> 1, 3, 4	<b>Lab 1: Learning and Performance</b> <b>Learning Outcomes:</b> 1, 3, 4
31 Jul - 6 Aug	<b>Motor Control: Theories and Models 1</b> <b>Learning Outcomes:</b> 1, 2, 4 <hr/> <b>Motor Control: Theories and Models 2</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	
7 Aug - 13 Aug	<b>The Degrees of Freedom Problem</b> <b>Learning Outcomes:</b> 1, 2, 4 <hr/> <b>Applied Examples &amp; Review</b> <b>Learning Outcomes:</b> 1, 2, 4	<b>Lab 2: Information Processing and Reaction Time</b> <b>Learning Outcomes:</b> 1, 3, 4

DATE	LECTURE	LABORATORY
21 Aug - 27 Aug	<b>Indirect Perception - Cognitive Approach</b> <b>Learning Outcomes:</b> 1, 3, 4	
	<b>Reaction Time</b> <b>Learning Outcomes:</b> 1, 3, 4	
28 Aug - 3 Sep	<b>Direct Perception - Ecological Approach</b> <b>Learning Outcomes:</b> 1, 2, 4	<b>Lab 3: Speed Accuracy Trade-Off</b> <b>Learning Outcomes:</b> 1, 3, 4
	<b>Affordances &amp; Attunement</b> <b>Learning Outcomes:</b> 1, 3, 4	
4 Sep - 10 Sep	<b>Dynamic Systems 1</b> <b>Learning Outcomes:</b> 1, 2, 4	
	<b>Dynamic Systems 2</b> <b>Learning Outcomes:</b> 1, 2, 4	
11 Sep - 17 Sep	<b>Ecological Dynamics</b> <b>Learning Outcomes:</b> 1, 3, 4	<b>Lab 4: Gait Regulation &amp; Functional Variability</b> <b>Learning Outcomes:</b> 1, 3, 4
	<b>Applied Examples &amp; Review</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	
18 Sep - 24 Sep	<b>Skill Acquisition &amp; Development - Constraints</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	
	<b>Skill Acquisition &amp; Development - Timescales</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	
25 Sep - 1 Oct	<b>Designing Learning &amp; Performance Environments 1</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	<b>Lab 5: Ecological Dynamics in Practice</b> <b>Learning Outcomes:</b> 1, 3, 4
	<b>Designing Learning &amp; Performance Environments 2</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	
2 Oct - 8 Oct	<b>Motor Learning and Control in Practice 1</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	
	<b>Motor Learning &amp; Control in Practice 2</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	
9 Oct - 15 Oct	<b>Summary of Course &amp; Review</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	<b>Lab 6: Summary &amp; Exam Preparation</b> <b>Learning Outcomes:</b> 1, 2, 3, 4
	<b>Exam Preparation "Lectorial"</b> <b>Learning Outcomes:</b> 1, 2, 3, 4	

## 4.2 Other Teaching and Learning Activities Information

**Lectures:** There are two (2) one-hour lectures per week (Tuesday & Friday).

An additional Lecture (Quiz) session is timetabled in Weeks 5 & 9 to facilitate the completion of Quiz 1 & 2 respectively. **These quizzes are both completed ON CAMPUS only**

**Laboratories:** Laboratories run fortnightly (even number weeks) **beginning in Week 2. Please ensure that you attend your enrolled laboratory only.** Laboratory attendance will be recorded with attendance rates considered in the event of assessment extension applications and supplementary assessment offers.

Further details regarding laboratory session requirements will be communicated via the course Learning@Griffith site and announcement emails throughout the Trimester.

## 5. Assessment Plan

### 5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Test or quiz</i> Laboratory Quizzes (x5)	4 Aug 23 - 6 Oct 23 Due Friday 5pm of Weeks 3, 5, 7, 9, 11	25%	50.0 marks (x5) (Must submit)	1, 3, 4	
<i>Exam - selected and constructed responses</i> Quiz 1	25 Aug 23 09:00 - 25 Aug 23 10:30 Scheduled Quiz time in Week 5 - ON CAMPUS	20%	50 marks (Must submit)	1, 3, 4	
<i>Exam - selected and constructed responses</i> Quiz 2	22 Sep 23 09:00 - 22 Sep 23 10:30 Scheduled Quiz time in Week 9 ON CAMPUS	20%	50 marks (Must submit)	1, 3, 4	
<i>Exam - selected and constructed responses</i> Final Exam	Examination Period	35%	50 marks (Must submit)	1, 2, 3, 4	

## 5.2 Assessment Detail

**Title:** Laboratory Quizzes (x5)

**Type:** Test or quiz

**Learning Outcomes Assessed:** 1, 3, 4

**Due Date:**

4 Aug 23 - 6 Oct 23 Due Friday 5pm of Weeks 3, 5, 7, 9, 11

**Weight:** 25%

**Marked out of:** 50.0

**Task Description:**

You will be assessed through **post-laboratory quizzes** providing an opportunity to reflect on the application of lecture/laboratory content in different practical tasks and activities. Each of the five (5) laboratory quizzes will contain up to ten (10) multiple choice or short answer questions worth 5% of the total grade.

Quizzes must be completed by Friday 5pm of odd number teaching weeks. Therefore, assuming no changes to scheduling, quiz submission points will close as per the below details:

Post Lab 1 Quiz: Friday 4/8/2023 @5pm (Week 3)

Post Lab 2 Quiz: Friday 25/8/2023 @5pm (Week 5)

Post Lab 3 Quiz: Friday 8/9/2023 @5pm (Week 7)

Post Lab 4 Quiz: Friday 22/9/2023 @5pm (Week 9)

Post Lab 5 Quiz: Friday 6/10/2023 @5pm (Week 11)

**Criteria & Marking:**

Details provided in Lectures and on course Learning@Griffith site

**Submission:** Via the 'Assignments' tool in Learning@Griffith. Online completion/submission of Quizzes via Learning@Griffith

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision
- contains a mandatory pass component

**Title:** Quiz 1

**Type:** Exam - selected and constructed responses

**Learning Outcomes Assessed:** 1, 3, 4

**Due Date:**

25 Aug 23 09:00 - 25 Aug 23 10:30 Scheduled Quiz time in Week 5 - ON CAMPUS

**Weight:** 20%

**Marked out of:** 50

**Duration:** 90 minutes

**Exam Type:** Closed Book

**Exam Format:** On Campus

**Task Description:**

You will be assessed on your ability to demonstrate knowledge, understanding, and application of content relating to the first module focussing on motor learning and control approaches. This includes **Lectures and associated Reading Materials from Weeks 1 - 4 inclusive**. You will have a maximum of **90 minutes** to complete the **ON CAMPUS written Quiz (MCQ & Short Answer)** during the scheduled **Quiz Session on Friday of Week 5 - 9am - 10:30**.

**Criteria & Marking:**

Details provided in Lectures and on course Learning@Griffith site

**Location of Examination:** G17\_Theatre 4

**Submission:** In Person at the School Department.

**This assessment item:**

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision
- is a proctored examination

- 
- contains a mandatory pass component
- 

**Title:** Quiz 2

**Type:** Exam - selected and constructed responses

**Learning Outcomes Assessed:** 1, 3, 4

**Due Date:**

22 Sep 23 09:00 - 22 Sep 23 10:30 Scheduled Quiz time in Week 9 ON CAMPUS

**Weight:** 20%

**Marked out of:** 50

**Duration:** 90 minutes

**Exam Type:** Closed Book

**Exam Format:** On Campus

**Task Description:**

You will be assessed on your ability to demonstrate knowledge, understanding, and application of content relating to the second module focussing on contemporary/ecological motor learning and control approaches. This includes **Lectures and associated Reading Materials from Weeks 5 - 8 inclusive**. You will have a maximum of **90 minutes** to complete the **ON CAMPUS written Quiz (MCQ & Short Answer)** during the scheduled **Quiz session on Friday of Week 9 - 9am - 10:30..**

**Criteria & Marking:**

Details provided in Lectures and on course Learning@Griffith site

**Location of Examination:** G17 Theatre 4

**Submission:** In Person at the School Department.

**This assessment item:**

- is a school based activity
  - is an individual activity
  - does not include a self assessment activity
  - does not have a re-attempt provision
  - is a proctored examination
  - contains a mandatory pass component
- 

**Title:** Final Exam

**Type:** Exam - selected and constructed responses

**Learning Outcomes Assessed:** 1, 2, 3, 4

**Due Date:**

Examination Period

**Weight:** 35%

**Marked out of:** 50

**Perusal:** 10 minutes

**Duration:** 120 minutes

**Exam Type:** Closed Book

**Exam Format:** On Campus

**Task Description:**

You will be assessed on your ability to demonstrate knowledge, understanding, and application of content discussed throughout the course. Additionally, you will be assessed on your ability to synthesise and contrast motor learning, control, and development approaches in order to demonstrate in-depth theoretical and practical evaluations of key concepts. Content assessed includes **Lectures, Laboratories and associated Reading Materials from Weeks 1-12 inclusive**. You will have 2hrs and 10 minutes to complete this **ON CAMPUS written exam (MCQ & Short Answer)** scheduled in the end of Trimester exam block.

**Criteria & Marking:**

Details provided in Lectures and on course Learning@Griffith site

**This assessment item:**

- is a centrally organised activity
  - is an individual activity
  - does not include a self assessment activity
  - contains a mandatory pass component
- 

## 5.3 Late Submission

**For all courses (other than Honours Dissertation Courses):** Refer to the [Assessment Procedure for Students](#).

**For all Honours Dissertation courses:** Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

## 5.4 Other Assessment Information

**Supplementary Assessment** is available in this course.

Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course.

You are allowed one attempt at a supplementary assessment item per course per trimester. If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4.

Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

Please see the [Assessment Procedure for Students](#) for more information.

**Final Grades**

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).
- This course contains mandatory pass components.

#### **Mandatory pass component**

To be eligible to pass this course, students must:

1. achieve an overall pass mark for this course
2. submit all assessment tasks

## 6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

### 6.1 Assessment Related Policies and Guidelines

#### **University Policies & Guidelines**

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

#### SHS School of Health Sciences and Social Work

#### **Assessment Guidelines**

The American Psychological Association Referencing Style (7<sup>th</sup> Edition) [APA 7] is the preferred standard for this course.

### 6.2 Other Policies and Guidelines

#### **University Policies and Guidelines**

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

#### **Copyright matters**

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

#### **Health and Safety**

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

#### **Other Key Student-Related Policies**

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health, Safety and Wellbeing Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

## Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.



# Learning Outcomes

After successfully completing this course you should be able to:

- 1 Identify and demonstrate understanding of key theories, models, and concepts relating to motor learning, motor control, and motor development in exercise and sport contexts.
- 2 Compare and contrast traditional motor learning, control, and development approaches with more contemporary approaches.
- 3 Analyse and evaluate how key motor learning, control, and development concepts can be incorporated to enhance skill acquisition and performance in exercise and sport contexts.
- 4 Explain the role of motor learning, control, and development in the scope of practice for exercise and sport science professionals.

# Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Introduction to Course (Lecture)	●	●		●
Motor Performance Measures (Lecture)	●	●		●
Lab 1: Learning and Performance (Laboratory)	●		●	●
Motor Learning & Performance (Lecture)	●	●		●
Assessing Motor Learning & Performance (Lecture)	●		●	●
Motor Control: Theories and Models 1 (Lecture)	●	●		●
Motor Control: Theories and Models 2 (Lecture)	●	●	●	●
Lab 2: Information Processing and Reaction Time (Laboratory)	●		●	●
The Degrees of Freedom Problem (Lecture)	●	●		●
Applied Examples & Review (Lecture)	●	●		●
Indirect Perception - Cognitive Approach (Lecture)	●		●	●
Reaction Time (Lecture)	●		●	●
Lab 3: Speed Accuracy Trade-Off (Laboratory)	●		●	●
Direct Perception - Ecological Approach (Lecture)	●	●		●
Affordances & Attunement (Lecture)	●		●	●
Dynamic Systems 1 (Lecture)	●	●		●
Dynamic Systems 2 (Lecture)	●	●		●
Lab 4: Gait Regulation & Functional Variability (Laboratory)	●		●	●

LEARNING ACTIVITIES	LEARNING OUTCOMES			
	1	2	3	4
Ecological Dynamics (Lecture)	●		●	●
Applied Examples & Review (Lecture)	●	●	●	●
Skill Acquisition & Development - Constraints (Lecture)	●	●	●	●
Skill Acquisition & Development - Timescales (Lecture)	●	●	●	●
Lab 5: Ecological Dynamics in Practice (Laboratory)	●		●	●
Designing Learning & Performance Environments 1 (Lecture)	●	●	●	●
Designing Learning & Performance Environments 2 (Lecture)	●	●	●	●
Motor Learning and Control in Practice 1 (Lecture)	●	●	●	●
Motor Learning & Control in Practice 2 (Lecture)	●	●	●	●
Lab 6: Summary & Exam Preparation (Laboratory)	●	●	●	●
Summary of Course & Review (Lecture)	●	●	●	●
Exam Preparation "Lectorial" (Lecture)	●	●	●	●
ASSESSMENT TASKS				
Laboratory Quizzes	●		●	●
Quiz 1	●		●	●
Quiz 2	●		●	●
Final Exam	●	●	●	●

## Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

**This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.**

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	
Socially responsible and engaged in their communities	•		
Culturally capable when working with First Australians	•		
Effective in culturally diverse and international environments	•		